Improving Students Reading Comprehension Through Mind Mapping Technique in Narrative Text

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ARTICLE INFO	ABSTRACT
	Reading is a process that is carried out and used by the reader to get the message from the writer. Reading improves the ability to understand words and improve thinking skills, increase creativity and also gets acquainted with new ideas. Based on the observation in SMK N 1 Gunungsitoli Barat especially class XI IPA 2, the researcher found that the students were difficult to get some information of the text and the students unable to understand the meaning of the text. This research was conducted to improve students reading comprehension through Mind Mapping technique in narrative text at the eleventh grade of SMK N 1 Gunungsitoli Barat in 2021/2022. Through Classroom Action Research (CAR, the research was conducted in two cycles. The result of the research revealed the Mind Mapping technique improves students' ability in Reading Comprehension. Hence, the English teacher of SMK N 1 Gunungsitoli Barat were suggested to use Mind Mapping technique to improve the students ability in reading comprehension because the strategy guides the students' ideas and also helped in finding out the ideas in reading. *This is an open access article under the* CC BY-NC-SA *license.*

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1. INTRODUCTION

There are four language skills. They are reading, listening, speaking, and writing. According to Mikulecky (2011) reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assume to have intend, based on data from the text and from the reader's prior knowledge. Reading is a process to get the message conveyed by the author through the media in the form of words or written language Reading is a skill in English. Reading is a skill in understanding words by words, sentences by sentences, paragraphs by paragraphs in a text. Beside that, reading becomes something that so difficult to understand and make bored to students.

One important things in reading activity is reading comprehension because reading comprehension enables students to add their knowledge and get information from the text.

According to Somadayo (2011) reading comprehension is a complex intellectual process that includes two primary abilities, the mastery of word meanings and the ability to think about verbal concepts. The ability reading comprehension is the ability to process text, understand the meaning of the text and not what the reader know. Comprehension means an understanding of the information that words and sentences are communicating in a reading text. So, reading comprehension is one of essential materials of teaching English that is given for students.

In the syllabus Curriculum 2013 of SMK N 1 Gunungsitoli Barat particularly at the eleventh grade, there are four skills that should be owned by the students. One of the skills is reading. The competence standard is the students distinguishing social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for information relate to folk legends, in simple terms, according to the context of their use. While, basic competence is capturing contextual meaning relate to social functions, text structure, and linguistic elements of simple narrative, spoken and written texts relate to folk legends. The indicator hopes is the students are comprehend to various examples of legend texts given/heard by the teacher and students observing social functions, structures and linguistic elements.

Based on the purpose of reading, there were many texts that used to teach reading comprehension, for example are narrative, descriptive, news items, recount and others. In this research the researcher used narrative text to develop the student's reading ability. Sofyan in Patria (2016:5) states that narrative is story which is connected with events based on the plot. Teachers commonly use narrative text because the narrative text is a story of human experience. For many students, interesting literature text can provide a key to motivate them in studying English. By studying literature materials the students will have a wide range of vocabulary and develop four language skills reading, writing, speaking, and listening. While feeling entertaining by this interesting material, the students simultaneously can understand the narrative text. In this way it is easier to know the meaning of the words of a present.

Based on the observation of SMK N 1 Gunungsitoli Barat especially class eleventh grade, the researcher found the students difficult to catch the main idea narrative text, the students were difficult to get information from a text, the students were difficult to conclude the meaning of the text, the students were difficult to understand the meaning of the text.

Teacher teaching activities in the classroom will make the students bored, students difficult to get information in a text. To solve the problems in comprehending the text, the researcher tried to apply the technique that may be effective to improve the students' reading ability. There were many ways and technique to improve students' reading skill, one of them is by using mind mapping technique, so that studentt more interest and enthusiastic in learning reading comprehension and of course learning outcomes better and more satisfying. Students were also easy to find and get new vocabulary in a text by using this mind mapping technique. Mind mapping is a diagram that visually depicts ideas, concepts, information is in a mind mapping box that is interconnected in an organized manner with lines. Buza in Patria (2016:4) states mind mapping is the ideal tool for learning because it is easy to use and engage students in the process of learning. Asmiaty in Patria (2016:4) also states that mind mapping is good to train the students' reading comprehension because it helps the students easier to understand the story and make them more creative and imaginative in drawing pictures and symbols.

Target of the success of this research was successful in making students motivated during the teaching learning process. After that the students enjoyed and interested in learning reading comprehension, especially narrative text by using mind mapping technique, where students were able to turn keywords into narrative text. Students took the test and got good results or achieved Minimum Competence Criterion (MCC).

Regarding to the previous explanation, the researcher conducted Classroom Action Research (CAR) because the researcher wanted to improve the student's ability in Reading. According to Bogdan and Biklen in Khasinah (2013:1) Classroom Action Research is the systematic collection of information that is designed to bring about social changes. Classroom action research is a method of

finding out what works best in own classroom so that teacher can improve student learning. Classroom action research is practical research intended to improve classroom learning. This research is one of the efforts of teachers or practitioners in the form of various activities carried out to improve and improve the quality of learning in the classroom.

Learning Material

Learning material has advantages and disadvantages. There is not perfect learning material. Every instructional material has deficiencies. In some places, there are learning materials is not appropriate to be use. The learning material may be not suitable with the situation and condition of the student or existing learning facilities. The teacher is suggestion to create their own learning material appropriate with the students' need. The contribution of teacher also needed in a learning process. Learning material is a material that has an impact on students. The learning material has a significant influence on the learning process. By providing the information needed, the learning materials can be printed or non-printed items. The language of learning material has influence in the learning process. The language of learning material gives influence to the level of students' understanding. Learning material has a very important effect on students. Using appropriate learning material can increase the interest of students and their motivation to study. Based on the statements above about learning material, it can be conclude learning material is all tools that can be uses to facilitate students in learning. Learning material has significant influence on students in learning process. The use of appropriate learning material can improve the interest of students and their motivation to study.

In English so many material that could learned by us, such as on sentences form, paragraph form, and text form. For this research, the researcher focus on text which Karatay (2007) in Isnaini (2014:1) state that text is a meaningful, logical and related structure composed of all structures based on language. According to Mark and Anderson (1998) in Isnaini (2014:1), text types can divide into different types. There are two main types of text: literary and factual. Literary text is used to tell us about human experiences, usually in an imagination way. Its purpose is to make the readers and listeners think, laugh, and cry. Elements of literary text such as pictures, facial experiences, etc. can be employed by the narrator communicating the meaning. The example of literary texts is narratives, dramatic, novels, song lyrics and response. Factual text presents information or idea. The purpose of this type is to inform, instruct, educate or persuade the readers   or listeners. The examples of factual text types are explanation, information report, discussion, exposition, recount, factual description, and procedure. For the material to be chosen in this research is material of narrative text 'The Legend of Malin Kundang. It could be conclude that the narrative text is part of literary texts.

The Definition of Narrative Text

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional of non-fictional events.

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers (Pardyono 2007) in Purba (2018:29).

The Generic Structure of Narrative Text

The generic structure of narrative text involves the character with personalities/identifies, and creates images in reader's mind and enhances the story. The rhetorical structure and textual elements of narrative text according to Dirgeyasa (2016:17) consists of: (1). Orientation with the functions: it consists of theme or topic to be informed, introducing the character of the story, the time and the place the story happened (who, what, when, and where), it enables to attract and to provoke the

reader so that he/she is willing to continue reading the whole text; (2). Complication with the functions: a series of events in which the main character attempts to solve the problem, the complication usually involves the main characters (often mirroring the complication in real life); (3) Resolution with the functions: the ending of the story containing the problem solution, the complication may be resolved for better or worse/happily or unhappily, sometimes there are a number of complications that have to be resolved. These add and sustain and suspense for the reader.

The Linguistics Features

Siahaan, et al.(2008) in Purba (2018:29) states that there are some typical linguistic features common to narrative, they are: (1). Focus on specific and usually individualized participants; (2). Used of material process, behavioral and verbal process; (3). Used of relation processes and mental processes; (4). Used of temporal conjunction and temporal circumstances; (5). Used of past tense.

2. METHOD

In doing this research, the researcher applied the Classroom Action Research (CAR). According to Khasinah (2013:4) Classroom Action Research is research used by the teacher towards curriculum, developing of school increasing the student's achievement and also developed the teacher's ability in teaching learning process. Classroom Action Research is important action for the teachers who are competent in improving practice, and also how the teacher is able to transform the learning into the new learning and new practice that benefit for the students.

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According Tuckman in Nugriyantoro (2015:345-347) to know the students ability as follows:

$$\text{Percentage (\%)} = \frac{\text{Activities done}}{\text{Whole activities}} \times 100$$

Table 1
Scoring the students' criteria and percentage :

No	Classification	Score
1	Very Good	96-100
2	Good	76-85
3	Adequate	70-75
4	Less	46-69
5	Fail	<45

3. RESULT AND DISCUSSION

Regarding to the previous explanation, the researcher conducted Classroom Action Research (CAR) because the researcher wanted to improve the students' ability in Reading. According to Bogdan and Biklen in Khasinah (2013:1) Classroom Action Research is the systematic collection of information that is designed to bring about social changes. Based on the purpose of reading, there were many texts that used to teach reading comprehension, for example are narrative, descriptive, news items, recount and others. In this research the researcher used narrative text "The Legend of Tangkuban Perahu" to develop the student's reading ability. Sofyan in Patria (2016:5) states that

narrative is story which is connected with events based on the plot. Teachers commonly use narrative text because the narrative text is a story of human experience.

In Cycle I especially in the second meeting, the researcher gave test to the students to know the students' ability in reading comprehension, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 5 students (20%) who got mark classified in "Adequate" level. There were 15 students (60%) who got mark classified in "Less" level and there were 5 students (20%) who got mark classified in "Fail" level. The higher value that the students got was 70 and the lowest value was 35 while the average of the students' value was 60. Based on the students' value in cycle I, it was concluded that the students' ability in reading comprehension in Cycle I still adequate and the students were not able to comprehend the text well.

The failure of the students in Cycle I was caused by some students who were not active in doing teaching learning process. The student's percentage activities in the first meeting of Cycle I was 56%, and in second meeting was 69%. There were some activities and procedures of Mind Mapping Technique that were undone by the students such as the students did not listen to the researcher's explanation, the students did not have enough vocabulary, the time was not enough to finish the material on the first meeting, most the students were unable to work on their group and the students did not ask something about the material.

In Cycle II, the researcher taught the students with improvements that had been designed in the previous meeting. The improvements brought a big influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of Mind Mapping Technique. Moreover, the students' mark was upgrading, all of them passed of Minimum Competence Criterion (MCC) 73 score. The higher score that the students got was 95 and the lowest score was 75 while the average of the students score was 85.

Based on the result of the research, the researcher interpreted that Mind Mapping Technique improved the students' ability in reading comprehension. So this technique was appropriate in teaching reading for the students. By using Mind Mapping Technique the students' problem in reading comprehension was solved. Mind Mapping Technique improved the students' ability in reading comprehension because in Mind Mapping Technique the students invited to be more active, responsive and confident. The students invited to be able to stated their idea about a situations, trained to comprehend well and make logical claims, and given an opportunity to express their opinions or ideas with their friends so it was able to develop students' ability.

4. CONCLUSION

The findings of this research were to describe how Mind Mapping Technique improved students reading comprehension and the strengths and weaknesses of using Mind Mapping Technique. While the results of the researcher's research, when implementing Mind Mapping Technique it was quite satisfactory, there were several students who got a score of 90-95 and were classified as "very good". This was due to students' ability to convey their ideas in reading, ability to comprehend text well, finding the main idea on the text main ideas and concluding the text related to the moral value of the text after comprehending it. By applying the Mind Mapping Technique in the classroom the students are religious, tolerant and responsible, curious and respect each other during the teaching and learning process. Therefore, the findings of the research versus the most research related studies had some qualitative and quantitative differences.

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